

## DOCUMENT RESUME

ED 355 815

FL 021 081

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TITLE Making It Happen: Interaction in the Second Language Classroom, From Theory to Practice.  
REPORT NO ISBN-O-8013-0027-4  
PUB DATE 88  
NOTE 445p.  
AVAILABLE FROM Longman Inc., 95 Church St., White Plains, NY 10601-1505.  
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Books (010)

EDRS PRICE Document Not Available from EDRS.  
DESCRIPTORS Academic Achievement; Anxiety; Bilingualism; \*Class Activities; \*Classroom Communication; \*Classroom Environment; Classroom Techniques; Communicative Competence (Languages); Computer Assisted Instruction; Dramatics; Educational Strategies; English (Second Language); Games; Grammar; \*Instructional Materials; \*Interaction; Language Proficiency; Media Selection; Music Activities; Notional Functional Syllabi; Role Playing; Second Language Instruction; Second Language Learning; Story Telling; Student Attitudes; Student Role; Teacher Role; Teacher Student Relationship; Teaching Methods; Textbooks

IDENTIFIERS Content Area Teaching; Natural Language; Placement Tests; Total Physical Response

## ABSTRACT

A discussion linking theory and practice in second language instruction focuses on ways of providing opportunities for meaningful interaction in language classrooms. The first part lays a theoretical foundation, looking at: the variety and evolution of instructional approaches from grammar-based to communicative; the classroom as environment for language acquisition; principles of the interactive approach; the episode hypothesis of learning and selection of appropriate materials; and the role of the affective domain. Part 2 explores a variety of classroom teaching methods and activities, including: Total Physical Response and the role of the audio-motor unit of commands; the natural language approach and its extensions; use of jazz chants, music, and poetry; storytelling, role play, and drama; games; and affective activities. Part 3 addresses practical issues of classroom management, instructional materials, placement tests, and instruction linking content areas and language learning. The fourth part contains descriptions of existing English-as-a-Second-Language and foreign language programs, and the fifth part presents related readings on how language is shaped, the notional syllabus, communicative methodology, second language acquisition theories, providing input for acquisition, the learning-development relationship, personality factors, testing approaches, and language proficiency, bilingualism, and academic achievement. A substantial bibliography and index are included. (MSE)